



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 12541746
SAU: MSAD 60
School: Eric L Knowlton School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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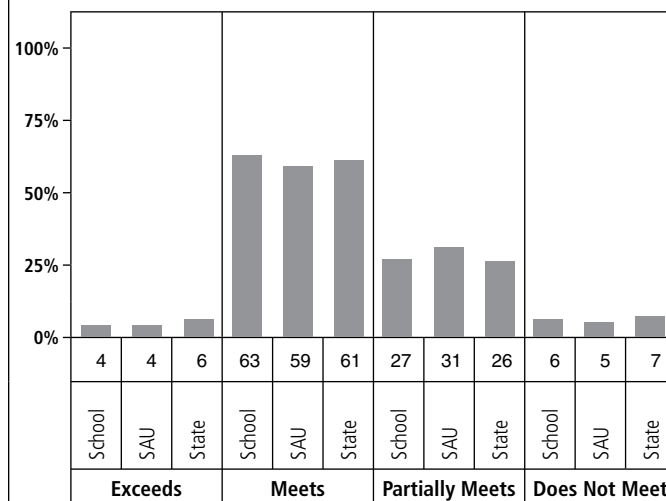
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

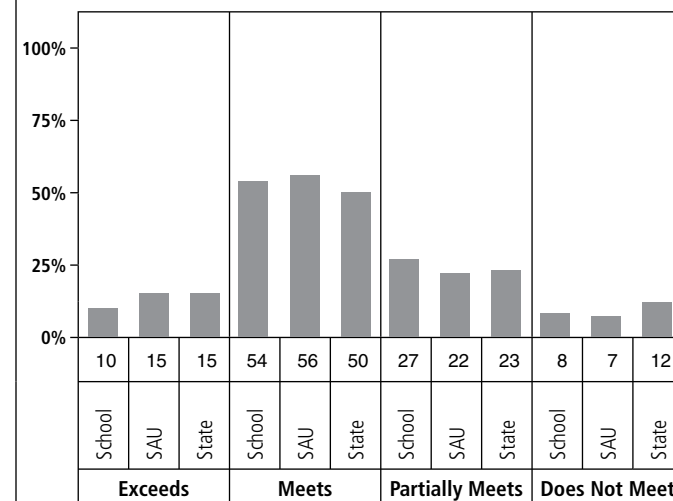
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	543	543	544
2007–2008	543	544	545
2008–2009	545	546	546
Cum. Avg.*	544	544	545
Mathematics			
2006–2007	546	547	546
2007–2008	545	547	546
2008–2009	546	548	547
Cum. Avg.*	546	547	546
Science			
2008–2009 **	540	541	543

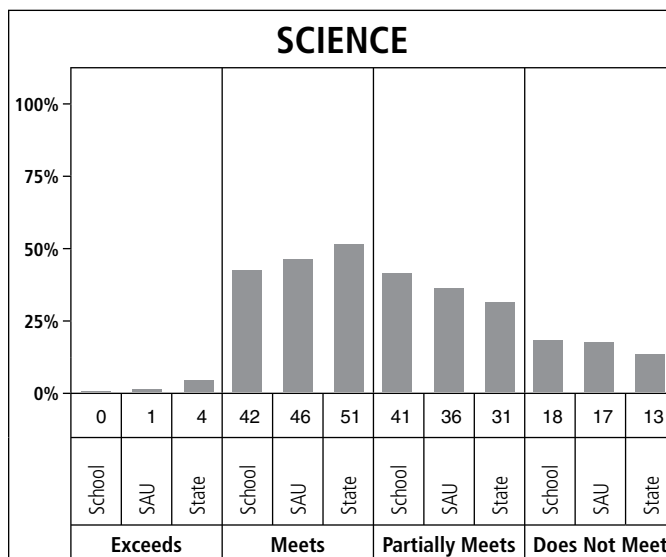
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	99	100	230	100	14212	100	97	98	226	99	14135	100	97	98	226	99	14144	100	97	98	226	99	14137	100
Ethnicity African American/Black	0	0	3	1	397	3	0	0	3	100	388	98	0	0	3	100	393	99	0	0	3	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	1	3	1	259	2	1	100	3	100	253	98	1	100	3	100	258	100	1	100	3	100	257	99
Hispanic	2	2	5	2	175	1	2	100	5	100	172	99	2	100	5	100	172	99	2	100	5	100	173	99
Caucasian/White	96	97	219	95	13271	93	94	98	215	99	13212	100	94	98	215	99	13211	100	94	98	215	99	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	17	17	43	19	2479	17	16	94	41	98	2454	100	16	94	41	98	2455	100	16	94	41	98	2451	99
Current LEP	0	0	2	1	374	3	0	0	2	100	359	96	0	0	2	100	370	99	0	0	2	100	366	98
Economically disadvantaged	36	36	89	39	5848	41	35	97	88	99	5815	100	35	97	88	99	5819	100	35	97	88	99	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	75	76	161	70	10849	76	75	76	161	70	10872	76	75	76	161	70	10976	77
Identified disability (PET/IEP)	1	1	3	2	298	3	1	1	3	2	307	3	1	1	3	2	338	3
LEP	0	0	1	1	170	2	0	0	1	1	169	2	0	0	1	1	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	21	21	63	27	3122	22	21	21	63	27	3124	22	21	21	63	27	3019	21
Identified disability (PET/IEP)	14	67	36	57	1992	64	14	67	36	57	2000	64	14	67	36	57	1971	65
LEP	0	0	1	2	184	6	0	0	1	2	196	6	0	0	1	2	184	6
504 plan	3	14	3	5	84	3	3	14	3	5	86	3	3	14	3	5	81	3
Other	4	19	24	38	907	29	4	19	24	38	886	28	4	19	24	38	826	27
Participation through alternate assessment (PAAP)	1	1	2	1	164	1	1	1	2	1	148	1	1	1	2	1	142	1
Identified disability (PET/IEP)	1	100	2	100	164	100	1	100	2	100	148	100	1	100	2	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	1	0	19	0	0	0	1	0	19	0	0	0	1	0	20	0
Non-participation – other	2	2	3	1	58	0	2	2	3	1	49	0	2	2	3	1	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	3	3	9	4	702	5
	2007-2008	2	2	6	3	659	5
	2008-2009	4	4	10	4	836	6
	Cum. Total*	9	3	25	4	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	53	56	125	54	7730	55
	2007-2008	44	54	132	59	8195	58
	2008-2009	60	63	133	59	8495	61
	Cum. Total*	157	58	390	58	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	28	29	65	28	4182	30
	2007-2008	27	33	61	27	3800	27
	2008-2009	26	27	69	31	3667	26
	Cum. Total*	81	30	195	29	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	11	12	31	13	1419	10
	2007-2008	9	11	23	10	1362	10
	2008-2009	6	6	12	5	973	7
	Cum. Total*	26	10	66	10	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.7	64.0	30.7	64.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.3	63.8	15.0	62.5	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.4	64.2	15.7	65.4	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 60
 School: Eric L Knowlton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	96	4	4	60	63	26	27	6	6	545	224	4	59	31	5	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										3						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										3						252	11	58	21	11	547
Hispanic	2										5	0	40	60	0	542	166	4	54	32	10	543
Caucasian/White	93	4	4	60	65	23	25	6	6	546	213	5	60	30	5	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	5	33	6	40	4	27	537	39	0	26	56	18	538	2290	0	29	47	23	537
No	81	4	5	55	68	20	25	2	2	547	185	5	66	25	3	547	11681	7	67	22	4	548
Current LEP																						
Yes	0										2						354	1	35	34	30	538
No	96	4	4	60	63	26	27	6	6	545	222	5	59	31	5	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	35	2	6	17	49	13	37	3	9	543	87	5	46	41	8	542	5716	2	51	35	12	542
No	61	2	3	43	70	13	21	3	5	547	137	4	68	24	4	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	96	4	4	60	63	26	27	6	6	545	224	4	59	31	5	546	13963	6	61	26	7	546
Gender																						
Female	52	3	6	33	63	14	27	2	4	547	116	6	61	29	3	547	6882	8	62	24	6	547
Male	44	1	2	27	61	12	27	4	9	544	108	3	57	32	7	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	32	0	0	15	47	14	44	3	9	541	70	0	41	47	11	540	1914	1	41	44	14	540
No	64	4	6	45	70	12	19	3	5	548	154	6	68	23	3	548	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	96	4	4	60	63	26	27	6	6	545	224	4	59	31	5	546	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 60

School: Eric L Knowlton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	1	100	0	0	534	1	0	0	100	0	537	4	2	40	34	24	540
B. less than one hour	70	2	3	47	70	13	19	5	7	546	75	5	64	26	5	546	70	6	63	26	6	546
C. one to two hours	28	2	7	13	48	11	41	1	4	545	22	4	50	42	4	544	24	7	61	26	6	546
D. more than two hours	1	0	0	0	0	1	100	0	0	538	2	0	20	60	20	538	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	3	9	26	74	6	17	0	0	548	39	7	72	18	3	548	36	10	67	18	5	549
B. good	44	1	2	22	52	15	36	4	10	544	41	3	57	34	5	545	47	5	62	27	6	546
C. fair	18	0	0	10	59	5	29	2	12	541	18	3	40	50	8	541	15	2	47	40	12	541
D. poor	1	0	0	1	100	0	0	0	0	548	2	0	25	50	25	539	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	28	1	4	22	81	3	11	1	4	547	24	4	70	21	6	546	31	9	65	20	5	548
B. They match some of what I have learned.	59	2	4	35	61	18	32	2	4	546	58	5	60	32	3	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	13	1	8	3	25	5	42	3	25	540	15	6	44	35	15	543	10	3	45	38	14	542
D. There is no match.	0										3	0	43	57	0	542	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	16	1	7	5	33	8	53	1	7	541	13	3	45	48	3	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	68	2	3	45	69	15	23	3	5	547	67	4	67	26	3	547	64	7	63	25	5	547
C. easier than my regular schoolwork	17	1	6	10	63	3	19	2	13	544	20	7	45	36	11	545	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	1	10	5	50	4	40	0	0	544	9	5	50	40	5	543	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	51	0	0	34	71	12	25	2	4	545	51	3	65	28	4	546	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	38	3	8	20	56	9	25	4	11	546	40	7	54	31	8	546	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	22	1	5	15	71	4	19	1	5	547	22	10	69	14	6	549	20	10	64	21	5	548
B. 20 minutes to an hour	56	1	2	36	67	14	26	3	6	545	62	2	59	34	5	545	56	7	65	24	5	547
C. less than 20 minutes	10	1	10	6	60	3	30	0	0	546	8	6	56	39	0	545	10	3	52	33	12	543
D. I rarely read at home.	11	1	9	3	27	5	45	2	18	541	8	6	39	44	11	542	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	21	0	0	9	45	9	45	2	10	542	20	2	56	36	7	544	25	3	53	33	11	543
B. six to ten pages	26	2	8	17	71	5	21	0	0	548	23	4	54	40	2	545	26	6	61	26	7	546
C. eleven or more pages	53	2	4	34	68	12	24	2	4	546	57	6	64	26	4	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	100	0	0	546						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	17	18	32	14	1711	12
	2007-2008	6	7	24	11	1617	12
	2008-2009	10	10	34	15	2119	15
	Cum. Total*	33	12	90	13	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	46	48	121	53	6778	48
	2007-2008	43	52	128	57	7284	52
	2008-2009	52	54	125	56	7046	50
	Cum. Total*	141	51	374	55	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	21	22	57	25	3884	28
	2007-2008	24	29	46	21	3341	24
	2008-2009	26	27	49	22	3193	23
	Cum. Total*	71	26	152	22	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	11	12	20	9	1683	12
	2007-2008	10	12	25	11	1778	13
	2008-2009	8	8	16	7	1638	12
	Cum. Total*	29	11	61	9	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	25.0	52.1	26.5	55.2	25.5	53.1
A. Number	18	38	10.1	56.1	10.6	58.9	9.8	54.4
B. Data	10	21	5.0	50.0	5.2	52.0	5.2	52.0
C. Geometry	10	21	4.3	43.0	4.8	48.0	4.7	47.0
D. Algebra	10	21	5.6	56.0	6.0	60.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	96	10	10	52	54	26	27	8	8	546	224	15	56	22	7	548	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										3						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										3						257	19	50	20	12	548
Hispanic	2										5	40	20	20	20	546	166	9	43	31	17	543
Caucasian/White	93	10	11	52	56	24	26	7	8	546	213	15	57	21	7	548	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	15	1	7	5	33	5	33	4	27	536	39	3	44	28	26	538	2307	3	32	32	33	536
No	81	9	11	47	58	21	26	4	5	548	185	18	58	21	3	551	11689	17	54	21	8	549
Current LEP																						
Yes	0										2						365	5	33	30	32	536
No	96	10	10	52	54	26	27	8	8	546	222	15	56	22	7	548	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	35	2	6	17	49	11	31	5	14	543	87	8	51	30	11	544	5731	7	46	29	18	542
No	61	8	13	35	57	15	25	3	5	548	137	20	59	17	4	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	96	10	10	52	54	26	27	8	8	546	224	15	56	22	7	548	13988	15	50	23	12	547
Gender																						
Female	52	3	6	30	58	15	29	4	8	545	116	10	56	26	8	546	6889	14	51	23	12	546
Male	44	7	16	22	50	11	25	4	9	547	108	20	56	18	6	551	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	32	0	0	11	34	16	50	5	16	538	70	4	41	39	16	541	1918	3	39	36	22	539
No	64	10	16	41	64	10	16	3	5	550	154	20	62	14	3	552	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	96	10	10	52	54	26	27	8	8	546	224	15	56	22	7	548	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 60

School: Eric L Knowlton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	528	1	0	0	50	50	531	4	8	38	26	28	539
B. less than one hour	70	7	10	39	58	16	24	5	7	546	75	18	57	19	6	550	70	15	52	23	10	547
C. one to two hours	28	3	11	13	48	9	33	2	7	546	22	8	54	28	10	545	24	15	51	23	11	547
D. more than two hours	1	0	0	0	0	1	100	0	0	536	2	0	60	40	0	542	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	22	4	19	13	62	2	10	2	10	550	28	33	52	8	6	555	34	28	50	14	8	552
B. good	44	4	10	25	60	11	26	2	5	547	41	11	68	19	2	549	45	11	54	24	10	546
C. fair	27	2	8	12	46	9	35	3	12	543	25	5	44	35	16	542	18	3	45	33	19	540
D. poor	6	0	0	1	17	4	67	1	17	535	6	0	36	57	7	540	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	5	16	15	47	10	31	2	6	547	36	23	50	23	5	551	38	22	52	19	7	550
B. They match some of what I have learned.	54	5	10	31	60	14	27	2	4	548	50	12	63	21	5	549	48	12	53	24	11	546
C. They match just a little of what I have learned.	11	0	0	6	55	1	9	4	36	535	12	8	46	23	23	540	11	6	40	30	24	540
D. There is no match.	1	0	0	0	0	1	100	0	0	532	3	17	50	33	0	547	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	18	0	0	8	47	6	35	3	18	539	15	0	52	30	18	540	17	7	42	30	21	540
B. about the same as my regular schoolwork	69	8	12	36	55	18	27	4	6	547	69	16	55	23	5	549	64	15	53	23	10	547
C. easier than my regular schoolwork	14	2	15	8	62	2	15	1	8	550	16	22	64	8	6	553	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	4	50	1	13	3	38	542	6	8	38	23	31	543	7	6	39	27	27	539
B. 30–45 minutes	30	1	3	18	62	7	24	3	10	543	26	9	60	22	9	545	28	9	49	28	15	544
C. 45–60 minutes	51	9	18	26	53	13	27	1	2	549	58	20	57	19	4	551	41	17	53	21	9	548
D. more than 60 minutes	10	0	0	4	40	5	50	1	10	541	11	8	50	33	8	545	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	3	1	33	1	33	0	0	1	33	549	7	13	53	20	13	548	6	14	43	24	20	543
B. two or three days a week	24	1	4	11	48	8	35	3	13	544	22	15	54	21	10	548	24	17	52	21	10	548
C. two or three times each month	44	4	10	25	60	12	29	1	2	547	43	12	63	22	3	549	33	17	52	21	9	548
D. never or almost never	28	3	11	15	56	6	22	3	11	545	29	20	48	23	9	548	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	3	12	9	36	13	52	0	0	545	22	10	47	35	8	545	23	13	47	26	15	545
B. two or three days a week	35	1	3	20	59	8	24	5	15	542	38	14	62	19	6	548	31	17	52	21	10	548
C. two or three times each month	22	5	24	12	57	2	10	2	10	551	22	24	54	12	10	552	27	17	52	21	10	548
D. never or almost never	17	1	6	11	69	3	19	1	6	549	17	13	56	26	5	550	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	100	0	0	550						
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	3	1	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	40	42	102	46	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	39	41	80	36	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	17	18	39	17	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	27.0	56.3	27.6	57.5	29.2	60.8
D. The Physical Setting	24	50	11.8	49.2	12.0	50.0	12.9	53.8
E. The Living Environment	24	50	15.2	63.3	15.5	64.6	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	96	0	0	40	42	39	41	17	18	540	224	1	46	36	17	541	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										3						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										3						256	5	51	27	17	542
Hispanic	2										5	0	40	60	0	541	167	1	40	37	22	539
Caucasian/White	93	0	0	40	43	36	39	17	18	540	213	1	46	35	18	540	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	5	33	8	53	2	13	539	39	0	33	38	28	536	2309	2	29	39	29	536
No	81	0	0	35	43	31	38	15	19	540	185	2	48	35	15	541	11686	5	56	30	10	545
Current LEP																						
Yes	0										2						361	1	23	32	44	533
No	96	0	0	40	42	39	41	17	18	540	222	1	45	36	18	541	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	35	0	0	12	34	12	34	11	31	537	87	1	33	34	31	537	5729	2	42	37	20	539
No	61	0	0	28	46	27	44	6	10	541	137	1	53	36	9	543	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	96	0	0	40	42	39	41	17	18	540	224	1	46	36	17	541	13987	4	51	31	13	543
Gender																						
Female	52	0	0	19	37	21	40	12	23	538	116	1	40	41	18	539	6886	4	49	33	14	542
Male	44	0	0	21	48	18	41	5	11	542	108	2	52	30	17	542	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	32	0	0	6	19	14	44	12	38	535	70	1	20	40	39	535	1917	1	31	41	28	536
No	64	0	0	34	53	25	39	5	8	542	154	1	57	34	8	543	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	96	0	0	40	42	39	41	17	18	540	224	1	46	36	17	541	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 60
School: Eric L Knowlton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	1	100	0	0	0	0	548	1	0	100	0	0	546	4	2	37	35	25	538
B. less than one hour	70	0	0	27	40	28	42	12	18	540	75	2	47	34	18	541	70	4	53	31	12	544
C. one to two hours	28	0	0	11	41	11	41	5	19	539	22	0	42	42	16	539	24	5	51	31	12	544
D. more than two hours	1	0	0	1	100	0	0	0	0	550	2	0	20	60	20	535	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	16	0	0	9	60	5	33	1	7	545	19	5	48	29	19	543	26	7	56	26	11	545
B. good	52	0	0	20	40	22	44	8	16	539	50	0	46	40	14	540	53	4	53	31	11	544
C. fair	28	0	0	10	37	10	37	7	26	538	26	2	42	35	21	540	18	2	41	39	17	540
D. poor	4	0	0	1	25	2	50	1	25	535	5	0	50	25	25	538	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	13	0	0	7	58	4	33	1	8	543	12	4	46	27	23	540	23	5	56	28	11	544
B. They match some of what I have learned.	47	0	0	15	33	22	49	8	18	538	46	2	38	43	17	540	48	5	52	31	12	544
C. They match just a little of what I have learned.	34	0	0	13	39	13	39	7	21	540	32	0	46	37	17	541	23	4	49	33	14	543
D. There is no match.	6	0	0	5	83	0	0	1	17	543	11	0	72	12	16	541	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	40	0	0	19	50	14	37	5	13	541	36	1	52	31	16	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	49	0	0	17	36	19	40	11	23	538	48	1	43	36	20	540	58	4	52	32	12	543
C. easier than my regular schoolwork	11	0	0	4	36	6	55	1	9	543	16	3	39	44	14	541	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	5	0	0	2	40	2	40	1	20	538	3	0	57	29	14	542	33	5	51	31	14	543
B. a few times a week	61	0	0	18	32	28	49	11	19	538	64	2	39	40	18	540	45	4	52	32	11	544
C. once a week	15	0	0	7	50	4	29	3	21	541	18	0	54	26	21	541	8	4	50	30	16	542
D. a few times a month	19	0	0	12	67	4	22	2	11	543	15	0	59	29	12	542	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	14	0	0	5	38	7	54	1	8	541	9	0	43	38	19	540	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	41	0	0	14	36	15	38	10	26	538	37	0	36	36	28	537	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	19	0	0	8	44	7	39	3	17	539	13	0	50	40	10	540	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	27	0	0	13	50	10	38	3	12	543	40	3	53	33	10	544	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	58	0	0	19	34	25	45	12	21	537	65	2	41	38	19	540	47	4	51	32	12	543
B. a few times a month	27	0	0	12	46	12	46	2	8	543	22	0	51	39	10	543	27	5	54	30	11	544
C. once a month	6	0	0	3	50	1	17	2	33	539	5	0	55	9	36	539	10	5	49	30	15	543
D. never or almost never	8	0	0	6	75	1	13	1	13	546	8	0	63	26	11	542	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	52	0	0	20	41	22	45	7	14	539	61	2	45	38	15	541	46	4	52	32	12	543
B. a few times a month	31	0	0	11	38	12	41	6	21	540	24	0	43	39	19	540	28	5	53	30	12	544
C. once a month	12	0	0	6	55	2	18	3	27	539	10	0	55	14	32	539	11	4	47	34	15	542
D. never or almost never	6	0	0	3	50	2	33	1	17	541	5	0	50	40	10	541	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	0	100	0	532						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number